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EHE 300- Stress Management Unit plan

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# Learning Experiences to Affirm Personal Standards.

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| Goal #1: Develop the understanding, skills, and confidences necessary to take action to improve health.   * USC 6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making * USC 6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. |
| **Deeper Understanding questions:**  1. How does stress and our ability to deal with stress, define who we are?  2. How do media shape our view of ourselves and the world in terms of stress?  3. How and why do we develop personal values and beliefs in regards to stress?  4. How do our personal beliefs and values influence our behaviour when coping stress?  5. What does it mean to ‘grow up’? Is stress ever beneficial?  6. In a culture where we are bombarded with ‘others’ trying to define us, how do **we** affirm personal standards and make decisions for dealing with stress? |
| Comprehensive School Health Aspect   * Major areas identified by italic and bold text in brackets. The definition of each area is adapted from JSCH hand out- Attached at the end of appendices.   + ***(Social and Physical Environment)***   + ***(Teaching and Learning)***   + ***(Healthy School Policy)***   + ***(Partners and Services)*** |
| Learning experiences  **1. Understanding Yourself:**  To start the class hang a poster paper with the deeper understanding questions on it. Inform the students that these questions are trying to show directions to the deeper understanding of the concepts. ***(CHS- Teaching and Learning)***  Have a brain storming session based around the idea of what stresses the students out. Make a mind map with the word “Stressors” in the centre and draw links to each idea a student describes. Possibly discuss how we can organize the stressors into categories (i.e. Family, School, Friends). Ask if anyone can make a connection to the **deeper understanding question #2.** (record this mind map as a hand out for future reference)  Have students close eyes and put their heads on their desks. Turn the lights of and prepare a humorous video for you to put on (similar to the “Skype Laughter Chain” on YouTube). Then as the student’s eyes are closed get them to visualize the things that stress them out. You can revisit their brain storming ideas by reading them out providing ideas. Tell students to try to think about stressors if they are not actually stressed about things in their lives. Tell them to think of specific things in their lives, this makes it real, and authentic. Have your humours video prepared and tell the students to open their eyes and play the video without giving them any instruction. This is a prelude to the stress relief part of the unit. Also reflect back to the **deeper understanding question #4.** After the activity a discussion to follow with questions similar to;   * How did you feel before watching the video? * How do you feel now? Why do you think this is so? * Do you think everyone responded to the video the same? ***(CSH- Teaching and Learning)***   Assessment and evaluation  Have students write a 3-2-1 exit slip, to be handed in next class. 3 things that you learned today, 2 things that you are still unsure of from the lesson. At least 1 question that you want to ask for next class. This is part of ongoing assessment of journals which will all be kept and summated at the end of the unit.  ------------------------------------------------------------------------------------------------------------------------------------------  **2. Dealing with it:**  Revisit the activity from last class where we used laughing as a stress reliever. Ask similar questions and then brain storm creating a mind map similar to the one that we did for stressors. Ask if these can be categorized to deal with specific areas of stress (Also touch on **deeper understanding questions 1 and 6**). (record this mind map as a hand out for future reference)  Split the students into manageable groups of 3-6 students depending on class management issues. Have envelopes with a bunch of stress relievers on small cut out papers. Students will discuss these and organize them into healthy and unhealthy strategies. (examples will be stress relievers such as; Food, Healthy food, drugs) Notice these are both positive and negative. Groups will discuss possible reasoning behind differences (all of the **deeper understanding questions can be addressed, especially #4).**  Hand out appendix from the wellness 10 appendix A. Have group members work through the sheet, not having watched the video “Chill” they will still see the benefit from working through the food examples.  In discussing this work sheet and each groups responses refer to the **deeper understanding questions 1, 3, and 5. *(CSH- Teaching and Learning)***  Assessment and evaluation  Have students write a 3-2-1 exit slip, to be handed in next class. 3 things that you learned today, 2 things that you are still unsure of from the lesson. At least 1 question that you want to ask for next class.  This is part of ongoing assessment of journals which will all be kept and summated at the end of the unit.  ------------------------------------------------------------------------------------------------------------------------------------------  **3. Model building:**  Have a discussion and refer back to the mind maps that you created; you can disperse the hand outs at this time. Ask students if they experienced a situation where they were stressed out since last class and used a stress relieving strategy that we had discussed. (Refer back to **deeper understanding** questions)  Students have identified their personal stressors and stress relievers; we will do a stress activity where one student sits in a chair and is hooked to a stress monitor. Then another student will read out the stressors and we will discuss the reactions. We will then discuss ways to relieve stress. (Try to rent the stress monitor from a university, if you cannot get a hold of a stress monitor a heart rate monitor may work but it will be more difficult.) You can make this into a competition to make the class a little more interactive. Do this by splitting the class in two groups. Groups go one at a time unless you can get two stress machines. The goal is to make the most fluctuation or a little fluctuation as possible, I would probably change the goal of the game half way through. One person sits in the chair while group members discuss things that stress them out or relieve stress depending on the goal of the game. This will take a long time for everyone to get though and experience this activity. ***(CSH- Teaching and Learning)***  Assessment and evaluation  Have students write a 3-2-1 exit slip, to be handed in next class. 3 things that you learned today, 2 things that you are still unsure of from the lesson. At least 1 question for the guest speaker next class.  This is part of ongoing assessment of journals which will all be kept and summated at the end of the unit.  ------------------------------------------------------------------------------------------------------------------------------------------  **4. Another Perspective/ Visualization:**  Introduce a guest speaker (someone like a guidance councillor or therapist). If the students know the speaker, such as the school guidance councillor I think this would be more preferred to having an outsider from the school. It is important that the speaker stays on track, they may have a direction they want to go with the lecture, and if they start getting off track you can always relate back to the deeper understanding questions. Students will also have one question each prepared from the last class exit slip. ***(CSH- Partnership and Services)***  A discussion about new ideas that may have risen from the guest speaker. Ask if anyone can identify parts of the guest speakers stress philosophy. Students will start making connections with others philosophies and start drawing conclusions about their personal ideas of stress. Remind students that they will have to write their own philosophy in terms of stress management.    Progressive muscle relaxation activity. This will be the last activity for the day where students can leave right after they get the assignment that accompanies this activity.  Go through the attached progressive muscle relaxation activity from the wellness curriculum. (Appendix B)  Assessment and Evaluation  Assign a journal/ reflection of personal philosophies of stress & the student’s reaction to the progressive muscle relaxation activity. This is an individual activity and is to be done outside of school. (DII format)  **Deeper understanding question #4 and any others they can address would be a high quality response.**  Discussion after they have drawn their own conclusions and recorded them in their journals. Reflecting back to all of the **deeper understanding questions**. Also relate back to how this knowledge base leads into the decision making portion of the unit. |

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| Goal #2: Make informed decisions based on health-related knowledge.   * DM 6.8 Assess the role of personal standards in decision making related to stress management. * DM 6.9 Examine health opportunities and challenges to establish personal goal statements related to stress management. |
| Learning experience  **1. Identifying Process:**  Ask students if they can recall the basis for the health education frame work (knowledge base- Decision making based on knowledge- and carrying out an action plan). Ask them where we are in the process (decision making). Also get students to quickly highlight key definitions such as; Stressors, Stress relievers. Ask students if they can relate any of the discussion to current events with-in the school and community. ***(CHS- Social and Physical Environment)***  As seen by the Evergreen Curriculum Grade 6 Stress Management Unit these are main goal in this section.  **Foundational Objectives**   * Students will develop the lifelong practice of making health-enhancing decisions. * will acknowledge the role of personal standards in decision making.   **Learning Objectives**  Students will:   * identify **when** their personal standards might be at risk * identify **factors** that affect decision making * identify **similarities and differences** in decision-making models * identify **short-term** consequences and **long-term** consequences * establish **personal goals** that affirm personal standards.   In terms of decision making we want students to decide on choices and highlight positive and negative consequences. They will follow these steps in a group presentation of a skit of a stressful situation. (Possibly by a Narrative) (See Appendix C)  The decision should be based on aspects that are effected    Example: A big test coming up!  A Personal Decision   1. Being properly prepared to do well on it. 2. Studying after school/ doing well (not stress from good marks and confidence). Not studying/ not doing well (stress because they are not prepared, and stress from a bad mark) 3. Deciding and committing to decision. 4. Set a goal for the specific stressful situation.   Groups will have time to plan the steps and present with one written summary of their skit. (Ongoing Assessment) Have non-presenting groups ask questions and ask them questions in terms of the **Deeper Understanding Questions**.  Given our class statement of trying to “affirm personal standards while making health decisions in stressful situations.” Now that student have worked through and seen multiple decisions being made in various situations. Students will create a personal goal statement such as; “I will reduce my negative stress by being more organized.” |

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| Goal #3: Apply decisions that will improve personal health and/or the health of others. DM   * AP 6.10 Design and implement (with guidance) *one six-day action plans* that reflect affirmation of personal standards related to stress management. |
| Learning experience  **1. What’s The Plan Stan!**  Encourage students to revise and share their goal statements with you and their peers. In groups based on similar goal statements students will present their goal statement and discus and measure the plausibility of their goal statement based on:   1. How will this affect me? 2. How will this affect other parts of my life? 3. When will I see benefits of my plan?   Provide detail for the student of what their action plan must include;   * All names including support people (Who) * Goal statement (What) * What will be done (What and How) * Why the action plan is being taken (How) * Specific dates * Locations   Assessment and Evaluation  **Design:** Decisions will be evaluated on the reasoning behind consequences  &  **Implementation:** Students will be evaluated on a reflection of the implementation of their action plans. This should be a one page reflection based on the description of events and the success and possible alternatives. Marked from (Appendix D) |

Appendix A

Connections between Healthy Eating and Stress Management

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| Non-examples Examples | Examples |
| Doughnut  If this is a non-example, what is another  non-example?  What do these two items have in common? | Cereal (non-sweetened)  If this is an example, what is another example?  What do these two items have in common? |
| Hamburger  If this is a non-example, what is another  non-example?  What do these two items have in common? | Turkey sandwich (little or no mayonnaise)  If this is an example, what is another example?  What do these two items have in common? |
| Pop  What makes this a non-example of healthy  eating to help us in coping with stress? | What are two examples of healthy fluids  to accompany breakfast?  What do these two items have in common? |

In the space provided, explain what you have learned about the connections between healthy eating and managing stress.

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**\*Adapted from the Wellness 10 Curriculum attachment**

Appendix B

**Progressive Relaxation Script**

1. Select a dim quiet room, or dim the lights in the gym, and make sure that there will be no distractions or

interruptions.

2. Ensure that students are warmly dressed (i.e., sweats, socks, and a long sleeved t-shirt or sweatshirt).

3. Have students lie down, on mats, allowing at least one metre between each of them. It is preferable that

no head pillows be used and that no shoes be worn.

4. Explain the principle behind relaxing:

“Relaxation is important. What we are going to learn will help you rest and sleep when it is necessary.

To enable you to relax, we are going to do a set of exercises. There is a scientific reason for this ― when

you contract a muscle and then relax it, it returns to a state that is more relaxed than before the

contraction took place. So, to relax, we will do a series of exercises that contract and then relax all the

muscles in your body. This session will take about 30 minutes.”

5. “Lie on your back with your arms at your side. Check the following:

\_ “The middle of your head is touching the mat so that you are looking straight up.

\_ “Your shoulders are exerting equal pressure on the mat.

\_ “Your buttocks are exerting equal pressure on the mat.

\_ “Your calves are pressing equally on the mat.

\_ “Your heels are pressing equally on the mat.

“You should be lying straight on the mat. Your spine should be straight, your thighs and calves close

together and touching lightly, and your arms extended by your side with your palms facing slightly up.

You will probably find the exercises easier if you lightly close your eyes.”

6. “We are now going to do a series of exercises. Each exercise will contain a very hard contract-hold-and then-

release sequence. The hold is for a period of four to five seconds. Relax back to the position that

you are in now. When you do the exercises, contract only the muscles that are being described.”

7. It is good practice to do a preliminary exercise involving the arms:

“Slowly move your arms to a position where your hands are together, fingers straight, and palms

touching as if you were praying. When I say ‘Contract’, I want you to push your hands together as hard

as you can and hold that force for five seconds. Then slowly let your arms sink back to your side as you

were before. Be careful not to hold your breath while you are doing this.

“Ready!

“Contract! Tighten only your arms and shoulders, nothing else, remember to breathe — three-four-five

— relax slowly to your side. Feel your arms relax; they may tingle a little, they may feel heavy, and they

may feel warm.”

8. It may be necessary to give some pointers to the students at this stage:

“During the exercise, some of you tightened your legs, others your faces. Remember, contract only the

part of your body that is being exercised. The exercise we have just done is always the first that you do.

“Let’s do it again for practice.

“Slowly move your arms to the prayer position. Ready! Contract ― two-three-four-five ― relax and slide

to your side. Feel your arms heavy, feel them pressing on the mat, and relax.”

9. The exercise routine progresses from the toes to the top of the head. After the first two exercises,

introduce concentrating on breathing control. By the time the exercises are completed, the emphasis

should be on breathing control and total heaviness.

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10. “The first exercise is a toe-curl backward. Moving only your toes and not your ankles, curl your toes

back to the tops of your feet. Ready, contract ― two-three-four-five ― relax. Let your toes go to the

position that seems the most natural for them.”

11. “The next exercise is the opposite of what you have just done, a toe-curl under. Remember ― do not

move your ankles. Curl your toes under your feet. Ready, contract ― two-three-four-five ― relax. Let

them return to where they feel most natural.”

12. This is the stage at which there is an introduction to breathing control:

“From now on, do not breathe when you contract. When you relax let all the air in your lungs out so that

any breathing you do after an exercise is very regular and the very minimum that is necessary. I should

be able to hear you all breathe out when I say “Relax”. After each exercise, do six breaths where you

concentrate on making them even and very slight, six identical, hardly noticeable breaths.

“The next exercise is an ankle bend. Pull your feet back to your shins as much as you can. Ready!

Contract ― two-three-four-five ― relax and breathe out. Breathe it all out, and settle into a steady,

even breathing pattern. Do six identical breaths.”

13. “The next exercise is the opposite of the previous one. This is an ankle stretch where you point your feet

as much as you can. Ready! Contract ― two-three-four-five ― breathe out, even breathing.

“Feel that your feet are heavy; they may even tingle slightly when compared to the rest of your body.

See that there is no tension in your toes or ankles and that your heels are pressing on the mat with

exactly the same pressure. Keep your breathing even.”

14. “The next exercise is to press your knees together. If your knees are not touching, move them slowly

together. Press your knees together as hard as you can. Ready! Contract ― two-three-four-five ―

breathe out, steady, even breaths.

“Count your breaths, and make them as small as possible.”

15. “The next exercises requires you to contract your thighs. Make your thigh muscles as small and as

bunched as possible. Ready! Contract ― two-three-four-five ― breathe out, steady, even breathing.

“Feel the heaviness of your legs. The pressure on the mat should be equal behind your heels and your

thighs. Breathe evenly.”

16. “The next exercise requires that you make your buttock muscles as small as possible. Make them rock

hard and little. Ready! Contract ― two-three-four-five ― breathe out, breathe evenly.

“That completes your leg exercises. We have reached what is called a checkpoint. At this stage, you go

back and check each segment of your legs for the same feeling of heaviness, the same pressure on the

mat.”

\_ “Check that your toes are loose.

\_ “Check that your ankles have no tension ― that they are hanging in a natural position.

\_ “See that your calves are totally loose.

\_ “Your thighs should feel heavy.

\_ “Your buttocks should be soft.

\_ “Check that you have the same feeling of heaviness in your feet, your lower legs, and the tops of your

thighs.

\_ “Feel where your legs touch the mat. Make sure they feel super heavy where they touch. There

should be the same amount of heaviness in each leg. You should feel that the mat is pressing against

your legs.

\_ “Your legs should be completely loose, completely limp, and completely relaxed.

\_ “Do 12 even, easy breaths while your legs are totally motionless.”

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17. “The next exercises concentrate on your body and shoulders. As you do these exercises, keep your legs

totally relaxed. Also, after each exercise, do eight controlled, minimal breaths.

“Press your stomach muscles into your abdomen as hard as you can. Ready! Contract ― two-three-fourfive

― breathe out; let out all the tension. Concentrate on your breathing.”

Give students enough time to get in more than eight very even, controlled breaths.

18. “The next exercise requires you to contract all the muscles in your back toward your spine. Pull your

shoulder blades together, and push the points of your shoulders into the mat. Remember ― contract

only your back muscles, and do not rise up off the mat. Ready! Contract ― two-three-four-five ―

breathe out. Let the tension in your back go. Breathe evenly.”

19. “Now we do the opposite exercise. Compress your chest muscles together, and round your shoulders

together. Ready! Contract ― two-three-four-five ― breathe out. Let your shoulders slide back to the

most relaxed position. Breathe shallow and steady.”

20. “The next exercise requires that you raise your shoulders up toward your ears ― a mighty big shrug.

Keep everything else still, and move only your shoulders. Ready! Contract ― two-three-four-five ―

breathe out. Let it go. Feel your body getting very heavy. Do eight very shallow, hardly noticeable

breaths.”

21. “There is one more exercise to do for your body. It requires you to pull your shoulders toward your feet

by pointing as hard as you can with your fingers and reaching as far down your thighs as possible.

Ready! Contract ― two-three-four-five ― breathe out; relax. Concentrate on using as little air as

possible when your breathe.”

22. “That completes your body exercises. This is the second checkpoint. Here you check your body and leg

segments for the same feeling of heaviness.

\_ “Check your shoulder looseness and heaviness, the middle of your back.

\_ “Your chest and stomach should be very relaxed, your buttocks very loose and your calves, ankles,

and thighs very loose.

\_ “See that the mat is pressing evenly on each side of your body ― on your shoulders, your buttocks,

your thighs, your calves, and your heels.

\_ “Concentrate on feeling heavy.

\_ “Count 12 very, very small even breaths.”

23. “The last section of your body to relax is your head. There are many muscles in your neck and head, so

this is very important.

“The first exercise requires you to not move anything except to pull your jaw down into your neck.

Ready! Contract ― two-three-four-five ― breathe out. Relax. Count those eight breaths.”

24. “Next, press your head directly into the mat. Do not arch your neck. Press directly down. Ready!

Contract ― two-three-four-five ― breathe out.

“Since these exercises use small muscles, they require small amounts of energy. Consequently, your

breathing should not change much, and it should be hardly noticeable.”

25. “The next exercise requires that you jut your jaw forward as much as you can. Ready! Stick it

out ― two-three-four-five ― breathe out. Relax your jaw. Breathe.”

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26. “Next, clench your teeth. Bite them together as hard as you can. Ready! Contract ― two-three-four-five

― breathe. Count eight even breaths.”

27. “Keeping your teeth tightly together, spread your lips apart as much as possible. Ready!

Contract ― two-three-four-five ― relax. Breathe.”

28. “Press your tongue against the roof of your mouth as hard as you can. Make your tongue as big as

possible. Ready! Contract ― two-three-four-five ― breathe out. Count eight even breaths.

“Feel heavy all over your body.”

29. “Your eyes need to be compressed as much as possible. Pull your cheeks up and your eyebrows down as

hard as possible to compress your eyes back into your head. Ready! Contract ― two-three-four-five ―

relax. Let your face go smooth. Smile slightly.”

30. “The last exercise requires you to make your forehead as wrinkled as possible while keeping your eyes

closed. Ready! Contract ― two-three-four-five ― relax. Let that tension go right out of your head.

“Feel your face being smooth, drowsy, relaxed. Your jaw should just hang there.

“Do 12 very small, slow rhythmic breaths.”

31. “Since that is the last exercise, check your whole body once gain for heaviness ― your legs (heels, calves,

thighs, and buttocks), your body (stomach, chest, lower back, and shoulders) and your head (neck, jaw,

tongue, eyes, and forehead).

“See that all pressure points on the mat are even and very heavy.

“Do 12 very slow breaths.”

32. You can end the first training session at this stage; however, it is often a good idea to let participants

stay in this relaxed state for five minutes or so. Some of them may be asleep.

33. Be very gentle in your instructions when you rouse participants.

“After you have relaxed for a while, it is important that you not jump up suddenly. Gradually bring

yourself back to normal by doing the following:

a) Wiggle your toes.

b) Wiggle your fingers.

c) Move your feet.

d) Move your hands.

e) Open your eyes very slowly.

f) Smile.

g) Move your elbows.

h) Move your knees.

i) Roll over onto your side.

j) Use your hands to push yourself slowly into a sitting position.

k) Move to a kneeling position.

l) Stand.

m) Have a good stretch.

“Now you are free to leave!”

Note: This material is adapted from *Mental Skills Training for Sports* (2001), with permission from author,

Brent Rushall. **\*Adapted from the Wellness 10 Curriculum attachment**

Appendix C

Making a Decision

Name: .

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|  | Positive consequence | Negative consequence |
| Choice 1 |  |  |
| Choice 2 |  |  |
| Choice 3 |  |  |
| Choice 4 |  |  |

**\*Adapted from Tips for success with action plans (Kyla Christensen)**

Appendix D

Implementation of Action Plan (Reflection)

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|  | 1 | 2 | 3 |
| Description | Description of implantation is vague and incomplete, with little reflection evident. | Description of implementation is complete and somewhat detailed. | Description of implementation is very detailed and complete. Deep reflection is evident. |
| Adaptations | No adaptations but recognition for adaptations. | A few adaptations are considered, with minimal reasoning behind the need. | Multiple adaptations are considered with reasoning behind the need for the adoptions. |